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ABSTRACT

The hypothesis of this research study was that an intervention program involving preservice teachers working with inservice teachers in the classroom would result in elementary school children developing more positive attitudes toward the study of art and art instruction. Past studies have indicated that teachers feel they do not have the ability to carry out appropriate art instruction in the elementary grades. Their feelings of inadequacy may be conveyed to their students, who in turn develop poor attitudes toward the study of art. The first part of the study was the implementation of a pilot intervention preservice program in art education in an elementary school. Sixty students enrolled in the required course "Art 101, Elementary School Art" spent a minimum of ten hours during the quarter working with one of the 15 teachers and 381 children in the target school. The second phase of the project consisted of an assessment of the children's attitudes toward art. A special instrument which measured children's interest in doing art work, appreciation of the study of art, and teacher influence was developed and administered. The report concludes that the intervention program did not appear to change the attitudes of the children toward the study of art and art instruction. From the standpoint of the preservice teachers enrolled in Art 101, the program appeared to be successful: the students voiced approval of the program, although also noting that the amount of time required for it left inadequate time for other activities normally required in the course.
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CHILDREN'S ATTITUDES TOWARD ART: AN INTERVENTION PROGRAM[1,2]

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Art instruction in the elementary grades is an integral part of the required program of study. Students enrolled in Grades 1-8 in Tennessee must receive a minimum of 60 minutes of art instruction per week (Rules, 1979). Other states within the mid-south have similar requirements for art instruction in the elementary grades. Studies have indicated, however, that teachers feel they do not have the ability to carry out appropriate art instruction in the elementary grades. Their feelings of inadequacy may be conveyed to their students, who in turn develop poor attitudes toward the study of art.

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In recent years, greater emphasis has been placed on preservice teacher training that involves actual classroom experience. The field of art appears to be an area in which little emphasis has been placed on practical experiences for preservice teachers in the schools. It was hypothesized that an intervention program involving preservice teachers working with inservice teachers in the classroom would result in children developing more positive attitudes toward the study of art and art instruction.

Purpose

The purposes of this study were to (1) implement a pilot intervention preservice program in art education in a school in the service area of Tennessee Technological University and (2) follow in a longitudinal manner the effects of the program on the attitudes that children enrolled in the school had toward the study of art and art instruction.

Methodology

The methodology of this project was divided into two distinct parts. The first part of the study consisted of the implementation of an intervention program in a school within the service area of the University, while the second part consisted of assessing the changing attitudes of the children in the school toward the study of art and art instruction.

Intervention Program

Under the leadership of the art education faculty of the University, a school was initially selected in which to conduct the art intervention program. This school was located approximately 20 miles from the campus

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of the University. Just prior to the initiation of the intervention program, logistical problems developed, and it was necessary to select a school closer to the campus of the University. The course ART 101, Elementary School Art (required of all elementary and early childhood education preservice teachers) was modified such that all students (N=60) enrolled in the course in the Fall of 1979 spent a minimum of ten hours during the quarter working with one of the 15 teachers and 381 children in the target school (the course consists of two, three hour periods per week). Initially a survey was made of the teachers in the school to determine the art activities that the children had engaged in (or would engage in) from the opening of school through the end of September. Also included in this survey were questions related to the activities the children seemed to enjoy and the specific content areas of special interest the teachers intended to cover during the fall of 1979. This was done in order to correlate the activities conducted as a part of ART 101 with those planned for use in the school by the regular teachers. Also, an effort was made to correlate the art activities with the content areas to be covered in the various classes. Activities were avoided that centered around the more traditional approaches to art instruction in the schools, i.e., seasonal or holiday art activities.

During the first week of the quarter, ART 101 students engaged in intensive planning related to the total project. Thereafter, a part of the initial activities of the first three hour period each week was spent in planning for the intervention program to be conducted during the week. In developing the art activities for each week, careful attention was given to the developmental level of the children at the various grade levels, the content areas to be covered by the teachers and other information that had been gained through the initial survey. Some of the art activities undertaken in the school, as a part of the project included: leaf rubbings, found object masks, blown paint trees, totems, Indian egg carton faces, monofold animals, animal skin rubbings, paper bag resist, seed mosaics, apple prints, dried weed designs, and name designs.[3]

The last week of the quarter was spent by the ART 101 students in a wrap-up to the intervention program. Verbal assessments were made of the project. However, no systematic attempt was made to evaluate the learnings of the children, in the school, relative to their achievement in art.

It should be noted, that no attempt was made to control for other art activities that may have been conducted by the regular classroom teachers. Also, no attempt was made to control for activities that were conducted after the close of the intervention program.

Attitude Assessment

The second phase of the project consisted of an assessment of the attitudes toward art of the 381 children enrolled in the school. For purposes of testing, the children were divided into two groups, those in grades 1-3 (lower grades) and 4-6 (upper grades). The lower grades sample consisted of 101 males and 90 females, while the upper grade sample consisted of 89 males and 84 females. The children were about equally divided between

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[3]A more complete description of the intervention program and the activities conducted in the target school can be obtained from Mrs. Sally Crain, Department of Elementary Education, Tennessee Technological University, Cookeville, TN 38501.

grades and by sex. Qualls and Ayers (1979, in press) developed a measure for assessing children's attitudes toward art and art instruction. The instrument consists of 16 questions designed to measure three factors as follows: Factor I, Interest in Doing Art Work; Factor II, Appreciation of the Study of Art; and Factor III, Teacher Influence. At the lower grade level the questions were read to the children and they marked one of four faces (ranging from smiling to frowning) to indicate their feelings toward the statement. Upper grade children completed the instrument by marking always, usually, sometimes, or never. The instrument was administered to the children just prior to the beginning of the intervention program, at the close of the project (approximately eight weeks later) and again four months after the close of the project. Scoring of the instrument was accomplished as follows: (1) frowning face or never, (2) partially frowning face or sometimes, (3) partially smiling face or usually, and (4) smiling face or always. Reliability of the instrument and factor scores were computed for the various groups. Appropriate statistical tests were used to measure changes in the attitudes of the children toward the study of art and art instruction.

Results and Discussion

Intervention Program

The results of the use of the intervention program are largely subjective as it was difficult to measure actual gain in cognitive knowledge and change in affective dimensions on the part of the preservice teachers, the inservice teachers and the children in the study. Following is a subjective evaluation of this phase of the project.

The intervention phase of the project appeared to be a success from the standpoint of the students enrolled in ART 101. The students voiced approval for the program; however, it appeared that the amount of time they had to carry out the other activities normally required in the course was not adequate. There needed to be a balance between the amount of time spent in regular class activities and the time spent in actual classroom activities in the school.

As a whole the teachers and children in the target school appeared to enjoy the project. However, teachers in the initial school seemed to welcome the project much more than teachers in the school in which the project actually took place. It should be noted that the target school is frequently used for other types of practicum activities, whereas the initial school is seldom used by the University as a laboratory setting because of transportation difficulties. Thus, it appeared that a project of this nature might have had more impact in a school in which other activities of an intervention nature had not been conducted.

The project did not allow for accurate measurement of gain in understanding of art and art instruction on the part of the preservice and inservice teachers and the children involved in the project. Therefore, it was not possible to draw scientific conclusions based on statistical evidence.

Attitude Assessment

The results of the measurement of the change in attitudes of children toward the study of art and art instruction were more quanitative. Thus it was possible to draw conclusions based on statistical evidence. The reliability

of the instrument was determined using the first administration to the 381 children. The split-half reliability was .92 which is acceptable for the study conducted.

Table 1 shows a summary of the factor scores by grade level and date of testing. The ANOVA was used to determine differences across the three grades at each level. In general, there were no significant differences at the lower grade levels; however, at the upper grades there were significant differences on all factors. Fourth grade children had significantly more positive attitudes toward art and art instruction than did sixth grade children. This was in evidence in the studies conducted by Qualls and Ayers (1979, in press). ANOVA tables have been omitted from this paper. In general, factor and total scores on the attitudinal measure decreased across time. It appeared the children had more favorable attitudes toward the study of art and art instruction prior to the beginning of the intervention program. There were no significant differences across time, however.

Table 2 shows mean factor scores by grade level, sex, and date of testing. In general, females had higher scores (thus a more favorable attitude) than males on all factors at each of the three testing periods. Qualls and Ayers (1979, in press) found a similar pattern. There were few significant differences between the sexes at each of the testing periods. These data have been omitted since no satisfactory explanation could be offered for the differences.

The results of this phase of the project were very disappointing. It had been hypothesized that as a result of the intervention program children's attitudes toward art and art instruction would become more favorable and that their interest would remain high. The hypothesis was not accepted.

The question remains, "Why did the attitudes of the children remain at about the same level?" Several possible explanations can be offered that must be tested in order to prove their value. Little research has been conducted on the measurement of attitudes of children toward art and art instruction. A detailed study was made of the literature, and a survey was made of art education programs throughout the country to locate a suitable, valid and reliable instrument. No such instrument was found. Therefore, the investigators constructed such an instrument and attempted to conduct reliability and validation studies (Qualls & Ayers, 1979, in press). The instrument may not have been a valid measure of children's attitudes toward art and art instruction.

It was possible that a "Hawthorne Effect" was in place while the intervention program was in effect. Prior to testing, the children were aware they were about to participate in a new art program. This could have influenced their scores on the pretest. At the time of posttesting, they were again aware the intervention program was being concluded, and the art program would be conducted by the regular classroom teacher. This could have influenced their scores on the attitudinal measure. A similar situation could have existed at the time of the followup testing.

Recommendations

The results of this study were inconclusive. The intervention program appeared to be a success in part for the students enrolled in ART 101. However, the intervention program did not appear to change the attitudes of the children toward the study of art and art instruction.

TABLE 1

MEAN FACTOR SCORES BY GRADE LEVEL AND DATE OF TESTING

	Factor	Pretest X	Pretest SD	Postest X	Postest SD	Followup Test X	Followup Test SD
				Lower Grades (N=191)			
I.	Interest	18.4	2.3	17.7	4.3	17.9	3.6
II.	Appreciation	26.7	4.3	25.1	7.1	25.0	6.3
III.	Teacher Influence	6.8	1.8	6.4	2.1	6.3	1.7
	Total Factor Score	51.8	5.5	49.2	11.6	49.3	10.1
				Upper Grades (N=173)			
I.	Interest	16.2	3.5	16.4	4.2	15.0	6.9
II.	Appreciation	19.5	5.4	19.4	6.0	18.4	6.9
III.	Teacher Influence	7.7	1.9	7.0	2.3	7.0	2.6
	Total Factor Score	43.4	8.9	42.8	10.4	40.4	12.7

TABLE 2

MEAN FACTOR SCORES BY GRADE LEVEL, SEX AND DATE OF TESTING

Factor	Pretest				Posttest				Followup Test			
	Males		Females		Males		Females		Males		Females	
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD
	Lower Grades (N=101 males, 90 females)											
I. Interest	18.0	2.7	18.8	1.7	18.2	2.8	17.2	5.5	17.8	3.9	18.1	3.2
II. Appreciation	26.1	4.8	27.3	3.6	25.7	5.3	24.4	8.6	24.7	6.9	25.3	5.6
III. Teacher Influence	6.8	1.9	6.7	1.6	6.6	1.6	6.2	2.5	6.4	1.9	6.2	1.6
Total	50.9	6.4	52.8	4.2	50.5	6.9	47.7	15.2	48.9	10.9	49.7	9.1
	Upper Grades (N=89 males, 84 females)											
I. Interest	15.7	3.8	16.8	3.1	15.4	5.2	17.4	2.4	14.2	5.5	15.9	4.4
II. Appreciation	18.8	6.0	20.2	4.6	18.5	7.1	20.2	4.4	17.8	7.6	19.2	5.6
III. Teacher Influence	8.0	2.0	7.5	17.0	6.9	2.6	7.2	1.9	6.7	2.6	7.3	2.5
Total	42.5	10.1	44.5	7.3	40.8	13.2	44.9	5.7	38.7	14.0	43.3	11.0

Based on the result of the study, it was recommended that the project be repeated in a more systematic manner with controls being placed on more of the activities. It was felt that further studies should be made of the validity and reliability of the instrumentation employed in determining the attitudes of children involved in the study.

For the intervention program to be a success, there needs to be additional work in coordinating the activities between the faculty of the University with the activities of the pre- and inservice teachers in the project. The basic ideas studied in this project are worthy of further study but under different conditions. Even though it appeared on the surface that the project was not successful, valuable information was gained that can assist the University in improving its programs of teacher education.

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